

Sample Items

U.S. History

Texas Essential Knowledge and Skills

Question 1

Grade	EOC	Subject	U.S. History	Question	1
Reporting Category 2		Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history.			
Knowledge and Skill Statement US13		The student understands the causes and effects of migration and immigration on American society.			
Essence Statement		Recognizes the causes and effects of migration and immigration on American society.			
Prerequisite Skill		identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location (1)			

Question 2

Grade	EOC	Subject	U.S. History	Question	2
Reporting Category 2		Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history.			
Knowledge and Skill Statement US13		The student understands the causes and effects of migration and immigration on American society.			
Essence Statement		Recognizes the causes and effects of migration and immigration on American society.			
Prerequisite Skill		explain how people depend on the physical environment and natural resources to meet basic needs (2)			

Question 3

Grade	EOC	Subject	U.S. History	Question	3
Reporting Category 2		Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history.			
Knowledge and Skill Statement US13		The student understands the causes and effects of migration and immigration on American society.			
Essence Statement		Recognizes the causes and effects of migration and immigration on American society.			
Prerequisite Skill		explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present (5)			

Question 4

Grade	EOC	Subject	U.S. History	Question	4
Reporting Category 2		Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history.			
Knowledge and Skill Statement US13		The student understands the causes and effects of migration and immigration on American society.			
Essence Statement		Recognizes the causes and effects of migration and immigration on American society.			
Prerequisite Skill		analyze why immigrant groups came to Texas and where they settled (7)			

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate*: **People need water to live. Many people move to places where good drinking water can be found.**
- *Communicate*: **Find the drinking water.**

Stimulus 1



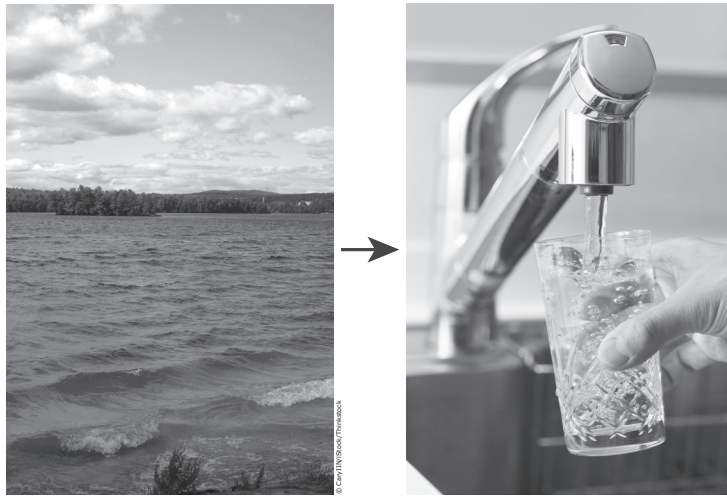
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the drinking water,	➡	mark A for question 1 and move to question 2.
If the student does not find the drinking water,	➡	<ul style="list-style-type: none">• remove the stimulus;• wait at least five seconds; and• replicate the initial presentation instructions.
After the five-second wait time, if the student finds the drinking water,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the drinking water,	➡	mark C for question 1 and move to question 2.

Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate:* **This lake is a source of water. The lake gives us water to drink.**
- Direct the student to the oak tree in Stimulus 2b. *Communicate:* **This is an oak tree.**
- Direct the student to the river in Stimulus 2b. *Communicate:* **This is a river.**
- *Communicate:* **Find the water source.**

Stimulus 2a



Stimulus 2b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the river,	➡	mark A for question 2 and move to question 3.
If the student does not find the river,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the river and <i>communicate</i> “This river is a water source”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the river,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the river,	➡	mark C for question 2 and move to question 3.

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. *Communicate*: **This is a place with natural resources. People can live here.**
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the natural resources that are available for people who live here.**

Stimulus 3a



Stimulus 3b

*

water to drink and wood to build a house

wood to build a house and cotton for clothes

water to drink and wheat for bread

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “water to drink and wood to build a house,”	➡	mark A for question 3 and move to question 4.
If the student does not find “water to drink and wood to build a house,”	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student identify natural resources in his or her environment. OR • Have the student tell about the photo in Stimulus 3a. OR • Have the student define the term “natural resources.” <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “water to drink and wood to build a house,”	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “water to drink and wood to build a house,”	➡	mark C for question 3 and move to question 4.

Presentation Instructions for Question 4

- *Present* Stimulus 4a and 4b.
- *Direct* the student to Stimulus 4a. *Communicate*: **Here is a list of reasons people moved to Texas long ago.**
- *Communicate* the text.
- *Direct* the student to the empty box in Stimulus 4a. *Communicate*: **One of the reasons is missing from this list.**
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the reason people moved to Texas long ago.**

Stimulus 4a

Reasons People Moved to Texas

- Good prices for land
- Many natural resources
-

Stimulus 4b

Cold and rainy winters

Less time to spend outdoors

* More job opportunities

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “More job opportunities,”	➡	mark A for question 4.
If the student does not find “More job opportunities,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “More job opportunities,”	➡	mark B for question 4.
After the teacher repeats the instructions, if the student does not find “More job opportunities,”	➡	mark C for question 4.